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ABSTRACT

To comply with federal and state laws mandating free and appropriate education for all handicapped children, the Kentucky General Assembly authorized the State Department of Education, the Kentucky Council on Teacher Education and Certification, and the Kentucky Council on Higher Education to study higher education programs and certification requirements for teachers of the learning disabled. This final report contains summaries of findings, a discussion of previous reports on teacher education needs, current course area requirements in ten institutions in Kentucky offering special education programs, and conclusions on providing financial assistance for the preparation of special education teachers. The committee recommends that: (1) the State Board of Education continue to determine appropriate special education teacher qualifications; (2) each teacher education institution continue to evaluate its program requirements; (3) special education teachers certified in other states continue to be recognized by comparable Kentucky certificates; (4) the ability to teach the orthopedically handicapped be removed from the requirements for the learning and behavior disorders certificate; (5) salaries of teachers of exceptional children continue to be consistent with those of regular classroom teachers; and (6) the state requirement for dual certification for learning and behavior disorders be removed, but the option for such a certificate should remain. (FG)

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ED206586

HJR 43 SJR 2

FINAL REPORT

to

1982 GENERAL ASSEMBLY

Department of Education

Council on Higher Education

Council on Teacher Education and Certification

June, 1981

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HISTORICAL PERSPECTIVE

Preparation programs for teachers of exceptional children have been developed and expanded in proportion to the availability of teaching positions for special education in Kentucky schools. Units for exceptional children have grown from 99.3 units in 1956-57 to 4,078 for 1980-81 school year.

A "Consent Agreement," filed on November 8, 1974 as a result of litigation brought by Kentucky Association for Retarded Children against the Kentucky State Board of Education, mandated that educational programs be provided for all exceptional children as defined by KRS 157.200. In November of 1975 the Education for All Handicapped Children Act was enacted at the Federal level. This law mandated a free, appropriate education for all handicapped children. The consent agreement in 1974 and Federal legislation in 1975 created a rapid growth of programs for the handicapped and concurrently a shortage of special education teachers. Since 1971, the number of classroom units, and consequently, the number of teachers involved has more than tripled.

During the period 1955-59, the Southern Regional Education Board served as the coordinating influence for a comprehensive study of the needs for teacher preparation for exceptional children and for developing recommended programs of preparation for the Southern states. As a consequence, Kentucky, and most of the other Southern states, adopted the SREB recommendations. The basic philosophy underlying these recommendations was that persons should be prepared as teachers for children in the age and grade levels involved and should have special preparation for dealing with the learning difficulties inherent in the particular handicapping condition.

As the job opportunities increased, the Kentucky teacher education institutions developed and expanded preparation programs for teachers of exceptional children.

In 1970, the Kentucky General Assembly, through House Bill 256, mandated a comprehensive study of special education and, in response, Governor Nunn appointed a State Task Force for Exceptional Children. Among the recommendations published in October, 1971, was the following:

> With regard to teacher certification, we recommend that training programs be developed that emphasize common competencies with regard to disabilities to broaden the general knowledge and experience of the regular classroom teacher in dealing with exceptionalities. In other words, educational strategies based on competency, rather than strict categorical certification requirements, should be stressed.

The viewpoint of the Task Force was further supported by a study of the Legislative Research Commission conducted in response to Senate Concurrent Resolution #50 of the 1972 General Assembly and published in November, 1973, which included the following statement:

> It would appear, then, that the resource room teacher, to be most effective, should be trained in a broad range of exceptionalities. If such were the case, she would be able to deal not only with more children but with a wider range of exceptionalities.

These two recommendations were taken under advisement by the Kentucky Council on Teacher Education and Certification in connection with a two-year study of the preparation needs for teachers of exceptional children. The Council study concluded that while children may be characterized with

different handicapping conditions, for mildly handicapping conditions, the instructional approach and the teacher preparation would be very similar. Consequently, a "generic" approach to teacher preparation was adopted for preparing teachers to work with children characterized as educable mentally retarded, orthopedically handicapped, mildly emotionally disturbed, and mildly neurologically impaired. This program was labeled "learning and behavior disorders" (LBD). It should be noted that the first graduates of the full four-year preparation program were scheduled for May-June, 1981. This LBD program continues the concept of "dual" certification in the sense that the teachers are prepared for regular classroom teaching as well as for special education.

As a consequence of this same study by the Council on Teacher Education and Certification, other programs were significantly revised. A preparation-certification program for teachers of the visually impaired was adopted to replace the two former programs for partially seeing and for the blind. Similarly, a preparation-certification program for hearing impaired was adopted to replace the two former programs for teachers of the hard of hearing and the deaf. A preparation-certification program for teachers of the trainable mentally retarded was continued and an additional endorsement specialization was developed for serving the severely and profoundly handicapped children. The preparation-certification program for speech and communication disorders replaced the older title of speech and hearing.

During the subsequent transition period from the "old" to the "new" program, two basic issues have arisen: (1) whether teachers of exceptional children should be prepared to teach both regular and special education

("dual" certification), and (2) specificity of the category of handicapping condition as opposed to a more general certification (generic).

The following table lists by school years the number of people working in each category.

	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80
Teacher	1186	1288	1488	1571	2038	2523	2991	3256	3488	3706
Supervisor	6	7	7	11	14	18	25	28	37	32
Consultant	0	0	0	9	21	23	37	22	31	53

The number of exceptional education teachers has increased tremendously in the past ten years. The following table specifies, from PSD forms, the number of teachers: by area of exceptionality employed in the public schools during the 1978-79, 1979-80, 1980-81 school year.

	78-79	79-80	80-81	% increase 78-79 to 80-81
Visually Handicapped	21	25	27	+ 28.6%
Physically Handicapped	18	19	22	+ 22.2%
Hearing Impaired	69	73	71	+ 3.3%
Emotionally Disturbed	209	195	231	+ 10.5%
Multiple Handicapped	55	89	98	+ 78.2%
Mentally Handicapped Educable	1322	1305	1333	+ 0.8%
Mentally Handicapped Trainable	323	344	359	+ 11.1%
Learning Disabilities	685	1035	1248	+ 82.2%
Speech Correction	434	471	511	+ 17.7%

Over the last three years the major areas of increase were teachers of children with multiple handicaps (+78.2%) and teachers of learning disability students (+82.2%).

More than 3,900 exceptional education teachers were reported in the 1980-81 PSD reports. The total of all classroom teachers reported was 33,300. The statewide proportion of exceptional education to all classroom teachers was 12.2 percent. Since the need for a particular number or kind of exceptional speciality is determined by the local school administrators, the proportion

of teachers of exceptional children to all classroom teachers varies considerably. The modal group was at eight percent of the total classroom teachers being exceptional education teachers. The median district was in the 10 percent group. More than half of the 181 school districts are within the 7.0-11.9 percent range.

At the present time, there are 8,317 people under the age of sixty-five holding some type of certification to teach exceptional students. The number certified includes people who have left the profession, moved to another state or taken a position in an area other than exceptional education, as well as those teaching. Since any one teacher may have multiple certifications or endorsements, the numbers arrayed below by the area of specialty will exceed the total number of teachers available. The number of licenses to teach in each category are:

Learning/Behavior	1,261
Blind/Visually Impaired	130
Deaf/Hearing Impaired	333
Educable Mentally Retarded	3,874
Emotionally Disturbed	599
Neurologically Impaired	1,451
Orthopedically Handicapped	130
Trainable Mentally Handicapped	1,339
Speech and Communication	1,195
Severely/Profoundly Handicapped	14
Director of Special Education	17
Special Education Consultant	11
Special Education Supervisor	78

If the certifications are broken down by grade, 2,556 are for grades 1-8, 888 are for grades 7-12 and 6,988 are for K-12.

METHODOLOGY

The growth of special education programs in the state universities has caused some people to question certain requirements placed on those preparing to teach in this field.

In response to this concern and questioning by those in the field, the General Assembly passed HJR 43 and SJR 2 in the 1980 session, which authorized the Kentucky Department of Education, the Kentucky Council on Teacher Education and Certification and the Kentucky Council on Higher Education to study the higher education programs and certification requirements for teachers of the learning disabled. The study was to review the validity of certification requirements, along with the study of the consistency between these requirements and course work offered and required at institutions of higher education. The Resolutions also stipulated that the possibility of extra compensation for special education teachers be considered.

In response to the requirements of HJR 43 and SJR 2 a committee of representatives of the Kentucky Department of Education, the Kentucky Council on Teacher Education and Certification and the Kentucky Council on Higher Education was formed to study the requirements for special education teachers. At the original organizational meeting the background to the problem was expressed and subcommittees were formed to consider course requirements, certification requirements and possible financial requirements.

In addition to this, it was decided that the Office of Research and Planning hold a series of public forums to expose committee and Department of Education staff to the perceptions of parents, teachers, administrators and concerned citizens.

DATA COLLECTED

Subcommittee Studying Certification Requirements

Members:

Mr. Robert Arvin

Dr. Donald Cross

Ms. Billie Downing

Dr. Sidney Simandle

Subcommittee Reviewing Course Requirements for Special Education Teachers

Members:

Dr. Donald Hunter

Dr. Mike Gardone

Dr. William Lunceford

Subcommittee Investigating Increased Compensation for Special Education Teachers

Members:

Dr. George Denemark

Mr. Ron Moubray

Mr. Wendell Bruce

Minutes

SUB-COMMITTEE ON CERTIFICATION
to the
Committee on HJR 43 and SJR 2

September 30, 1980

ATTENDANCE: Robert Arvin
Donald Cross
Billie Downing
Sidney Simandle

In preparation for the meeting the Division of Teacher Education and Certification had prepared background materials of the following information:

1. Excerpts from the 1977 Teacher Certification Handbook which compared the former categorizations of special education. Ten categories were reduced to five new classifications.

   The excerpt also summarized the rationale for the new program changes. In particular, there was a mandate from the Superintendent of Public Instruction and the State Board of Education for the "dual" preparation concept whereby teachers of exceptional children should be prepared for teaching normal classroom situations as well.

2. Excerpts from the 1978 Teacher Certification Handbook showing that prior to September 1, 1975, certification for any particular category of special education was on a twelve-grade basis; beginning September 1, 1975, special education certification was limited to the same grade levels as the base certificate although there were no other program changes; the most recent programs effective with entering freshmen for the 1977-78 school year provide twelve-grade certification for special education combined with grade one through eight certification for elementary classroom teaching. A very recent addition has been the provision for certifying a high school classroom teacher for learning and behavior disorders at the high school level.

3. A summary of the certification requirements for teaching learning and behavior disorders in the states surrounding Kentucky. It was noted that West Virginia, Indiana, Illinois, Missouri, and Virginia still follow a categorical approach to the preparation and certification of teachers for learning disabilities, educable mentally retarded, emotionally disturbed, orthopedically handicapped, etc. Ohio, Tennessee, and Kentucky have developed a more "generic" program for the former categories of learning disabled, educable mentally retarded, emotionally disturbed, socially handicapped, etc. These same states,

information on Kentucky's Teacher Certification System is discussed in the following section regarding program adequacy.) (page 34)

RESPONSE. It is noted that the LBD preparation program provides K-12 certification for learning disabilities even though the base certificate was for the elementary classroom level. During the 1979-80 school year a preparation-certification program was added whereby the secondary teaching certificate could be used as the base preparation for certification for learning disabilities (learning and behavior disorders).

Recommendation: That the Kentucky Division of Teacher-Education and Certification system develop and offer a specific certificate for secondary L.D. teachers. (page 41)

RESPONSE. This change was made during the 1979-80 school term and programs are now available whereby high school teachers may qualify as LBD teachers with the additional appropriate curriculum.

Recommendation: That the Council for Teacher Education and Certification and the Council on Higher Education jointly study and review the approved L.D. pre-service programs within Kentucky colleges and universities to ascertain whether any courses required by the universities and colleges may be deleted or combined and yet retain the approval of the Kentucky Certification system. (page 41)

RESPONSE. This recommendation implies that the programs offered by Kentucky colleges and universities may be too long. On the other hand, there is the question of what is adequate preparation for the task of the L.D. teacher. Nevertheless, the preparation program should be continuously evaluated as to effectiveness and for possible reductions in course requirements. Inasmuch as the first large group of graduates are scheduled for completion in the spring of 1981 an evalaution can hardly be expected before that date. Actually the evaluation should also include an assessment of effectiveness of these program graduates after they are on the job. In the meantime, we are advised that the colleges and universities are making assessments of their current program offerings and compressing the course work where possible.

Recommendation: That "orthopedically impaired" be removed from the generic certification program, which currently includes learning disabilities, emotionally disturbed, and mentally handicapped. (page 42)

At the time of the original development of the current certification program for learning and behavior disorders, during the early committee work which took place in 1973-75, the population of orthopedically handicapped children enrolled in the public schools was characterized as being normal children with some physical disability such as from polio or from a crippling accident. More recently children with a wide variety of rather serious physical impairments have been included in this category of "orthopedically impaired." It is agreed that teachers for these children need special preparation beyond that which is now afforded in the LBD programs.

Mrs. Billie Downing reported that for the 1979-80 school year approximately 279, or 7.0%, of 3,984 special education units were staffed by personnel serving on the one-year endorsement program. It should be noted that some of the 279 teachers are just starting on the first year endorsment while others are at the stage of a second or third endorsement. In other words, these are not all 6 semester hour people by any means. It is further noted, however, that the population of teachers for learning disabilities who are on one-year endorsements is much higher than 7%.

After further discussion the sub-committee supports consideration of the following statements/recommendations to the total committee:

1. The Kentucky certification requirements for special education teachers do not suffer by comparison with the surrounding states. Two philosophical differences seem to exist among the various state programs: (1) whether to follow a categorical approach or a more generic approach in preparing teachers for children who are educable mentally retarded, learning disabled, emotionally disturbed, or physically handicapped; (2) whether teachers should be prepared and certified for working with both normal children and exceptional children.

2. Within the framework of "dual" preparation-certification and a generic approach to teacher preparation for the milder exceptionalities the present Kentucky program of preparation for learning and behavior disorders should be given a chance to operate, but with continuous evaluation with respect to possible program abbreviations. It is agreed, however, that as the population of exceptional children being served by the public schools has become larger, through additional opportunities and the child find activities, the number of children with more severe handicaps has increased. The children with severe orthopedic impairments, for example, require teachers with more extensive preparation than is now included in the undergraduate LBD program. Likewise, the children who are severely/profoundly handicapped need teachers with more extensive preparation. There may be a need to establish a higher level of preparation for teachers of these children. For example, teachers of the severely orthopedically impaired may need the master's degree level program with intensive preparation for working with these particular children.

3. The evaluation of preparation programs with respect to services to children is complicated by such factors as the transition from "old" programs to "new" programs not only in Kentucky but in some of the surrounding states. Because of the tremendous need for teachers of exceptional children we must make use of teachers who have been prepared in other state programs even though those programs may be considerably different from the Kentucky approach. It is noted that approximately one out of every four teachers certified by the Division of Teacher Education and Certification is the product of an out-of-state institution.

4. Admittedly the minimum program guidelines for a person to prepare as both an elementary classroom teacher and as a teacher of the learning and behavior disordered children make for a very tight four-year preparation program. The difficulty is compounded when teacher education institutions require considerably more course credits than is called for in the minimum state guidelines. It is generally recognized that teachers for classrooms of normal children are not adequately prepared with a four-year program, but must be upgraded to the master's degree level. Hence, all classroom teachers are required to have completed a fifth year program as a condition for certificate renewal. Most educators will agree that teaching exceptional children is even more demanding of professional expertise than teaching normal children and, consequently, a broader if not higher level of preparation is necessary. It is one thing to develop preparation programs commensurate with the requirements of the different teaching positions for exceptional children. It is quite another matter to recruit the number of teachers needed and to provide sufficient incentives for them to invest in the extensive preparation that is considered necessary. In the meantime, the exceptional children are enrolled in the public schools and must be served by whatever personnel can be recruited and employed within the conditions and circumstances that exist.

Report of the Subcommittee on Course Requirements
for Special Education Teachers
L.B.D. and T.M.H.

Dr. Donald Hunter
Dr. Michael Gardone
Dr. Bill Lunceford

The current file shows that ten (10) institutions in Kentucky offer special education programs in Learning and Behavior Disorders (LBD) and/or Trainable Mentally Handicapped (TMH). Seven of the state public universities have programs and three private colleges and universities have programs.

In most cases the programs submitted to the Teacher Certification Division as course offerings in special education curricula are the source documents used in the compilation. Where the credit hours were not specified in these documents the institutional catalogues were used to supply missing or cumulative data, such as the number of hours of general education required. Where there were no defined requirements in either the certification documents or the catalogues, the spaces were left blank.

For comparative purposes programs other than special education programs which require more than 128 hours were lifted from catalogues that specifically compiled the required hours. Where hours were not specified in total hours by the institution in the catalogue no effort was made to interpret and cumulate these required hours.

The subcommittee suggests consideration of the following:

1. Specific courses varied from institution to institution and a course by course comparison was prohibitive in terms of time.

2. In view of this fact, it seemed best to compare the hours required by components rather than by specific courses.

3. Component comparison shows great variance in number of hours required in every category of component.

4. The total number of hours required varied from 128 minimum to 147 maximum.

5. The general education component shows substantial variance between institutions, both among private institutions and among public institutions.

6. There are other programs which exceed the traditional 128 hour program by actual hours and by institutional requirements.

7. Probably the reason that programs tend to exceed 128 hours is that a teacher must be certified in elementary education as well as in special

education. The general tendency is to reduce the hours for elective options while continuing to maximize the number of required hours.

8. Institutional requirements seem to be more of a factor in exceeding the 128 hours than do the state minimum requirements.

COURSE AREA REQUIREMENTS - L.B.D. AND/OR T.M.H. PROGRAMS

(CERTIFICATION MINIMUMS)

	Bellarmine	Brescia	Cumberland	Eastern	Morehead	Murray	Northern	University of Kentucky	University of Louisville	Western
General Educ. Components	54	48	49	40	46	48	48	65	56	54
Related Studies	12	12	15	19	18	15	18	15		25
Special Educ. Components	27	27	28	35	39	35	38	34		31
Professional Educ. Component	45	37	40	38	32	41	43	27	72	30
Free Electives		4								
Total	138	128	132	132	135	139	147	141	128	140

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The state minimum for certification is 119 hours and each component may vary from one university to another.

The state minimum requirement for a degree is 128 hours.

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

MEMORANDUM

TO: Study Committee

FROM: George Denamark
Ron Moubray
Wendell Bruce

DATE: October 6, 1980

RE: Alternatives for Increasing Financial Assistance to Special Educational Teachers

On Wednesday, October 1, 1980, the subcommittee to review financial assistance available to those entering special education met in Mr. Ron Moubray's office. This subcommittee consisted of Dr. George Denamark, Ron Moubray, and Wendell Bruce.

The subcommittee considered the following nine (9) alternatives for financial compensation to persons entering special education:

1. A policy to provide special education teachers with an extended employment contract for 11¼ months could be developed.

2. A clause to call for the increasing of salary at 15 hours above a B.A. degree could be instituted.

3. The Department of Education could investigate the possibility of obtaining a BEEC grant award; which, if secured, could be used to offset the expenses of part of the college requirements for the special education program.

4. The Department of Education could suggest that the legislature establish a special appropriation to supply scholarships to those in special education.

5. Title IV monies could be utilized to establish a scholarship for special education teachers.

6. Extra service pay such as a basketball coach.

7. The additional 14 hours (142-128) be applied toward a Master's Degree or a planned fifth year program.

8. Index of the salary schedule - weighted.

9. Flat Grant for service.

After the strengths and weaknesses of the nine (9) options considered were discussed, the following recommendations are made to the committee:

1. The additional 14 hours (142-128) be applied toward a Master's Degree or a planned fifth year program. Certification requirements must be met before a special education teacher may enter the classroom.

2. Scholarships be provided for those preparing to be special education teachers toward a Master's Degree or a planned fifth year program.

SUMMARY OF PUBLIC HEARINGS

Three public forums were publicly announced and were subsequently held in Morehead, Bowling Green and Frankfort. Four people attended the Morehead forum, six people in Bowling Green and nine people attended the Frankfort forum. Of the total of 15 participants, seven registered to speak. They represented Morehead State University, Western Kentucky University, University of Kentucky, Area 10 Special Education Supervisors, the Jefferson County Teachers Association, the Jefferson County School District and a parent.

Additionally, six responses were received by mail from local schools and two letters from universities.

A forum was also provided in Louisville at the State meeting of the Council on Exceptional Children in March, 1981. Twenty-four people signed the register. Not all people who attended all or part of the meeting signed the register. The discussion encompassed a variety of concerns, including removal of orthopedically handicapped from the LBD certificate, dual certification, differing university programs for the same state certificate, salary differentails, regionalization of special education services, and transferring creuentials from other states.

CONCLUSIONS

There was a strongly voiced concern at the public hearings and in testimony that it is generally more difficult for a person who attended a state university to achieve certification than it is for someone coming in from another state. Officials in the State Department of Education state that this impression might have arisen from the fact that in the transition period from the "old" programs to the "new" programs persons who have already completed preparation in special education may continue to be certified under the old requirements until September, 1981, while Kentucky residents (or out-of-state residents) who are just starting their preparation in special education must follow the new, more comprehensive program. Otherwise, they say that there is no difference in the requirements for persons preparing in Kentucky compared to those coming from other states.

Another concern was that an endorsement for special education from a Kentucky university may require as many as 75 semester hours credit. The officials of the State Department of Education say that this might have been true in the case of a secondary classroom teacher attempting to prepare for dual certification as an elementary teacher and as a teacher of exceptional children. The regulations have been changed recently to allow a high school teacher to prepare directly as a high school teacher for learning and behavior disorders without having to finish program requirements in elementary education.

RECOMMENDATIONS

The Committee recommends that:

1. The State Board of Education, upon the recommendation of the Superintendent of Public Instruction, continue to determine the appropriate qualifications to teach children with various categories of exceptionality as provided by KRS 161.010-161.120.

2. Each institution continue to evaluate program requirements to delete non-essential or duplicative courses, and add necessary courses where appropriate.

3. Teachers of exceptional children who have prepared in other states continue to be recognized by the issuance of a comparable Kentucky certificate as provided for in the current Department of Education regulations.

4. The orthopedically handicapped category be removed from the LBD certificate.

5. Salaries paid to teachers of exceptional children continue to be consistent with those paid to regular classroom teachers of equivalent rank and experience.

6. The state certification requirements of dual certification for LBD and elementary or secondary be removed, but the option for such certification remain.

APPENDIX I

GENERAL ASSEMBLY

COMMONWEALTH OF KENTUCKY

REGULAR SESSION 1980

Senate Resolution No. 2

January 17, 1980

The following bill was reported to the Senate from the House and ordered to be printed.

A JOINT RESOLUTION relating to s ecial education.

WHEREAS, there are significant numbers of learning disabled children who are inadequately served within our Commonwealth; and

WHEREAS, there exists a shortage of qualified professionals to provide instruction for these learning disabled children; and

WHEREAS, the graduating teacher of the learning disabled must meet requirements which constitute more course hours than those of a regular teacher for which they are not compensated by the salary ranking system; and

WHEREAS, additional requirements without compensation may be a hindrance to entering the profession;

NOW, THEREFORE,

Be it resolved by the General Assembly of the Commonwealth of Kentucky:

Section 1. That the Kentucky Department of Education, the Kentucky council on Teacher Education and Certification and the Kentucky Council on Higher Education is hereby directed to jointly study the higher education programs and the certification requirements for the teachers of the learning disabled.

Section 2. The study shall include the review of the course work offered and required at the institutions

of higher education and the certification requirements for teachers of the learning disabled. The study shall also review methods whereby these teachers may be compensated for required course work beyond that required for the regular teacher.

Section 3. The study along with appropriate recommendations shall be concluded no later than June 1, 1981, and submitted to the Interim Joint Committee on Education and the Legislative Research Commission.

GENERAL ASSEMBLY

COMMONWEALTH OF KENTUCKY

REGULAR SESSION 1980

House Resolution No. 43

February 28, 1980

The following bill was reported to the Senate from the House and ordered to be printed.

A JOINT RESOLUTION relating to special education.

WHEREAS, there are significant numbers of deaf, deaf-blind, hard of hearing, mentally retarded, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired, and visually handicapped children who are inadequately served within our Commonwealth; and

WHEREAS, there exists a shortage of qualified professionals to provide instruction for these deaf, deaf-blind, hard of hearing, mentally retarded, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired, and visually handicapped children; and

WHEREAS, the graduating teacher of the learning disabled must meet requirements which constitute more course hours than those of a regular teacher for which they are not compensated by the salary ranking system; and

WHEREAS, additional requirements without compensation may be a hindrance to entering the profession;

NOW, THEREFORE,

Be it resolved by the General Assembly of the Commonwealth of Kentucky:

Section 1. That the Kentucky department of education, the Kentucky council on teacher education and certification and the Kentucky council on higher education is hereby directed to jointly study the higher education programs and the certification requirements for the teachers of the deaf, deaf-blind, hard of hearing, mentally retarded, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired, and visually handicapped children.

Section 2. The study shall include the review of the course work offered and required at the institutions of higher education and the certification requirements for teachers of the deaf, deaf-blind, hard of hearing, mentally retarded, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired, and visually handicapped. The study shall also review methods whereby these teachers may be compensated for required course work beyond that required for the regular teacher.

Section 3. The study along with appropriate recommendations shall be concluded no later than June 1, 1981, and submitted to the interim joint committee on education and the legislative research commission.